

GEOGRAPHY SYLLABUS: STANDARD IX

Approach to Teaching Geography. The approach here is regional, wherein the versatility of the regional concept is seen moulding the learning of geography. The syllabus covers a broad sweep of the regions: continents and countries of the world, divisions – north and south, rich and poor of the world or the first and third of the world – of the world. There is focus on three regional levels: natural and cultural regions at the global level, India at the sub-continental level, and the state of Tamil Nadu at the regional level within a country. Finally, the syllabus stays on the regional themes of Tamil Nadu, providing for a broad-based regional geography of the state, in all its aspects and splendour.

Unit	Expected Learning Outcomes	Content	Transactional Strategy and Activity	Teaching Aids	# Periods
I	Ability to differentiate and define geographical and political regions	The World: Continents and countries	Use maps of continents and countries Use of models and explain different regions Make models Prepare an album with pictures of different regions and continents and countries	Blackboard Wall maps Atlas Charts Websites	4
II	Learning that the equator divides the world into two halves Understanding and recognising that there are only first and third countries in the world today Realising why there is 'no second world'	Continents: The Northern and the Southern (Natural) Countries: The First and the Third Countries; or The Rich and the Poor Countries (Socio-Economic)	Use wall map or atlas and show how equator divides the world Identify political, economic indicators that classify the first and third countries Discuss the causes for the disappearance of the second countries out of the world map Make a list of the countries that fall in the northern and southern continents	Blackboard Wall maps Atlas Charts Newspapers Magazines Websites	5

			Colour the first and second countries Collect information from published sources like books and newspapers		
III	Ability to understand the concept of regions Learning about the criteria that define natural and cultural regions Understanding how multicultural the world is	Natural Regions: Equatorial Tropical Middle Latitudes or Temperate Regions Deserts Poles or High Latitude Regions	Use of wall charts for different regions Collect pictures of different regions and their inhabitants Construct 'life style accounts' of various peoples Scrapbook of different people from different cultures Class prepares a table to show different physical and human elements of the regions	Blackboard Pictures Charts Library Documents Websites	5
IV	Learning to appreciate salient features of our country Ability to understand position of India in the world	India: The Subcontinent Location and Boundaries The Political Units / Regions The State of Tamil Nadu	Use India map, atlas to show the students the states of the Indian Union Classroom and inter-school competitions Guest lectures Quiz on India, Tamil Nadu Invite speakers for lectures	Blackboard Classroom aids Pictures Charts Websites	4
V	Learning the position of Tamil Nadu in India	Tamil Nadu Location Boundaries Landscapes: Then and Now: Physical, Cultural Drainage	Use wall maps of Tamil Nadu and India to show the students physical and cultural landscapes, drainages Classroom discusses the physiographic regions of Tamil Nadu from travel	Blackboard Wall maps Atlas Charts Newspapers Magazines Websites	4

			experiences Students are asked to write profiles of the rivers / river basins of Tamil Nadu		
VI	Understanding how the climate works Learning how to delineate climatic regions using criteria	Climate: Climatic Zones Spreading deserts Urban heat islands	Proverbs and sayings on climate Role play and story telling from different milieus: rainy and desert areas 'Tell me a proverb' game Students recount on their experiences of urban areas, especially heat and dust and pollution Visit to regions of varying rainfall	Blackboard Pictures Charts Library Documents Websites	4
VII	Learning to appreciate role of vegetation and animals in human life Learning how we take care of our animals Learning the positive and negative effects of human activities	Vegetation and Wild Life: Forests Afforestation Deforestation Sanctuaries Endangered Species	Explain storey vegetation Explain climax vegetation Class discusses vegetative and animal diversity Visit to a nearby forest Visit to a zoo or a national park or sanctuary	Blackboard Classroom aids Pictures Postcards Books on plants and animals Charts of plants and animals Websites	5
VIII	Ability to understand the significance of HRD in socio-economic development Learning what in store for the future	Human Resources Development: Growth Distribution Density Composition	Question and answer sessions on HRD, population dimensions Debate on over and under population Quizzing on population	Blackboard Wall maps Atlas Charts Newspapers Magazines	5

		Urban and Rural Classification of Settlements Urban sprawl	characteristics Scrapbook on geography of HRD Class discusses Human Development Index Group discussion on gender and HRD Debates on social and food security	Reports of International organisations like the World Bank, FAO, IFRI, World Food Prize Websites	
IX	Learning how industries come into being Learning how industries contribute to economic development Learning how industries cause pollution and how it affects human life Learning what efforts are being made to correct the mistakes	Industries and Development: Growth Distribution Industrial Pollution Developmental Strategies	Quizzing for making students understand industrial revolution, growth and development Debates and discussions on types of industry Visits to industries in the local area Invited lectures from an industrialist Slide shows on industry and its impact on the surroundings	Blackboard Pictures of various types of industries Charts on goods and production, import and export Library Documents Websites	5
X	Ability to understand how services and infrastructures management is a must	Services and Infrastructures Management: Types of services Urban Transports Planning Management	Teacher explains the difference between a service and an infrastructure Class visits health institutions, railway stations, bus stands, post offices, telegraph offices, and telecommunication centres Class listens to a lecture from an expert on services Class learns words in use of	Blackboard Classroom aids Pictures of services and infrastructures Charts Websites	5

			services and infrastructures and writes their meanings down in a report		
XI	Ability to identify various features from contours Ability to draw various diagrams	Practicals: Contours (5) Diagrams and Block diagrams (5)	Teacher draws on the blackboard and explains how contours and diagrams are done Students learn to do them in the class Students learn about skills required to do contours and diagrams	Blackboard Wall maps Atlas Charts Newspapers Magazines Websites	10

Note: Each unit will form the basis of a lesson and the length of the text will be determined by the hours available for teaching the unit. Twelve of the 68 periods available will be used for revision of the subject before the quarterly, half yearly and annual examinations (4 periods each).